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Score Report Interpretation Guide

for Computer-Based and Paper-Based Tests

Spring 2021

NM-MSSA Grades 3–8



**NEW MEXICO MEASURES
OF STUDENT SUCCESS AND
ACHIEVEMENT**

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Note: This manual is available online at newmexico.onlinehelp.cognia.org/combined-manuals-summatives.



Content and Copyright Information

This manual was developed by Cognia™ under a contract with the New Mexico Public Education Department (PED) to develop, administer, score, and create reports for the New Mexico Measures of Student Success and Achievement. While the PED has reviewed this manual and posted it on its website, Cognia is responsible for the editorial and technical content.

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1.0 General Information for Families and Educators

1.1 Background

The New Mexico Measures of Student Success and Achievement (NM-MSSA) is the summative assessment in Reading, Writing and Language, and Mathematics for students in grades 3–8 aligned to the New Mexico Common Core State Standards (NMCCSS) for math and language arts. The assessment measures a student's grade level proficiency and progress toward college and/or career readiness.

The NM-MSSA Spanish Language Arts Assessment for students in grades 3–8 is aligned to the Common Core Espanol Standards for Language Arts and Mathematics. The assessment measures a student's grade level proficiency and progress toward college and/or career readiness.

1.2 NM-MSSA Assessment

The NM-MSSA is designed to measure whether students are on track to be ready for college or career, as defined by the State, by showing they have mastered the NMCCSS.

The Spring 2021 NM-MSSA assessments were administered in either computer-based or paper-based format. The Reading assessment contained items that focused on understanding key ideas and details, analyzing elements of craft and structure, and integrating knowledge and ideas using informational and literary texts. The Writing and Language assessment contained items that focused on communicating clearly and effectively for a particular task and purpose, determining the meaning of grade-appropriate words, and applying conventions of standard English grammar, usage, and mechanics. The Mathematics assessment focused on understanding and applying skills and concepts, solving multi-step problems that require abstract reasoning, and modeling real-world problems with precision, perseverance, and strategic use of tools. In both content areas, students demonstrated their acquired skills and knowledge by answering selected-response items, multi-select selected response items, and extended response items.

1.3 Result Data Usage: Guidelines and Caveats

The 2020-2021 school year presented educators with unique challenges. When classroom instruction shifted by a large degree to remote learning, students faced their own challenges with adequate access to technology and broadband. In recognition of all these challenges, PED offered the necessary flexibility with the spring 2021 summative testing. These combined factors resulted in spring 2021 NM-MSSA student participation rates that were unlike those seen in a typical school year. There was a significant reduction in the total number of students testing and the number of school districts participating.

With this reduction, the resulting samples of students, schools, and districts who participated in NM-MSSA in spring 2021 were not necessarily representative of the statewide student population. The reduction in student, school, and district participation can result in increased sampling error in test score aggregations (e.g., average NM-MSSA test scores at the district and statewide levels).

In recognition and mitigation of the risk in nonrepresentative findings from the use of aggregate spring 2021 test score results, NM-MSSA aggregate test results are not being reported. Instead, spring 2021 NM-MSSA individual student test results can be leveraged to identify what, if any, personalized mitigation strategies each student will need to have a successful 2021-2022 school year.

1.4 Confidentiality of Reporting Results

Individual student performance results on NM-MSSA assessments are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). Aggregated student performance data are made available to the public and do not contain the names of individual students or teachers.

1.5 Purpose of this Guide

This guide provides information on the individual student reports, school reports, and district reports provided for NM-MSSA assessment results. [Section 2.0](#), which outlines and explains elements of the individual student report, may be shared with families. This section will help families understand their child's test results. ["3.0 Understanding the NM-MSSA School and District Reports" on page 10](#) outlines and explains elements of the school and district reports. New Mexico state policies and calculations for accountability reporting may differ from the policies and calculations used for assessment reports.

Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any administration.

2.0 Understanding the NM-MSSA Individual Student Report (ISR)

2.1 Types of Scores on the NM-MSSA ISR

Student performance on NM-MSSA assessments is described on the individual student report using the interim scale scores, performance levels, standard error, and subclaim performance indicators.

2.1.1 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's scaled score accounts for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an appropriate comparison across test forms and administration years within a grade or course and content area. NM-MSSA reports provide overall scale scores for Reading, Writing and Language, and Mathematics, which determine a student's performance level for each subject. Scale score ranges differ by grade for all tests.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 Mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 Mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

2.1.2 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for each subject. There are three performance levels for NM-MSSA assessments:

- Level 3: On Target
- Level 2: Near Target
- Level 1: Needs Support

Students who are On Target display mastery of grade-level expectations. They display satisfactory understanding and use of college- and career-readiness standards.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (Reading, Writing and Language, and Mathematics), and at each grade level/course.

Web links to the PLDs are listed in ["Appendix B: Performance Level Descriptors" on page 15](#).

2.1.3 Subclaim Performance Indicators

Subclaim performance for NM-MSSA assessments is reported using symbols that indicate whether the student performed above standard, at/near standard, and below standard in a given subclaim.

Students may have subclaim performance indicators of the following:

- Above Standard – represented by an up arrow
- At/Near Standard – represented by a bidirectional arrow
- Below Standard – represented by a down arrow

2.2 Description of Individual Student Reports

The following pages show examples of student reports. The text below describes what the information represents.

General Information

A *Identification Information*

The ISR lists the student's name, state student ID, date of birth, language in which the student tested, the grade level of the test, the grade level of the student when assessed, the district name, and the school name.

B *Family Letter*

This letter, written by Secretary of Education Dr. Ryan Stewart, explains how this report was created and the special considerations of this school year. There is information here to guide families to more assessment literacy resources.

Overall Assessment Scores

C *Overall Scale Score and Performance Level*

This section of the report provides the student's overall scale score and performance level (refer to [Section 2.1](#)). Students receive an overall scale score and, based on that score, are placed in one of three performance levels, with Level 3 indicating the student is on target and Level 1 indicating the student needs support.

Performance by Subclaim

D *Subclaim*

Within NM-MSSA Reading, there are specific skill sets (subclaims) students demonstrate on the Reading assessments. Subclaims are also provided for Mathematics, where each subclaim category includes the header identifying the subclaim, an explanatory icon representing the student's performance, and an explanation of whether the student has met the expectations of the subclaim.

E *Subclaim Performance Indicators*

A student's subclaim performance indicator represents how well the student performed in that subclaim.

Subclaim performance is reported using the following indicators:

- Above Standard – represented by an up arrow
- At/Near Standard – represented by a bidirectional arrow
- Needs Support – represented by a down arrow

F *Additional Resources*

For each content area additional resources are provided for supporting families in the development of these skills at home.



New Mexico Measures of Student Success and Achievement

Spring 2021 Student Report Reading

A

Student Name: LASTNAME, FIRSTNAME
SSID: 123456789
Date of Birth: 40646
Test Language: English
Tested Grade: 8
Student Grade: 8
District: Demonstration District A
School: Demonstration School 1

B

Dear Parent/Guardian:

This Individual Score Report (ISR) is intended to provide you with information on how your student performed on New Mexico's new assessment program—the New Mexico Measures of Student Success and Achievement (MSSA). The MSSA is the annual state summative test and is designed to help school leaders and state officials make year-to-year comparisons on state-adopted standards in reading and mathematics. While it is not designed to inform short-term classroom instruction or intervention, it does provide valuable information on your student's progress for the 2020-21 academic year.

Due to low student test participation this past school year because of the COVID-19 pandemic, the development of the reporting scale has been delayed until next year. In order to help you understand how your students performed this year, we will be reporting scores differently and providing ranges of performance, which include "On Target," "Near Target," and "Needs Support." A more detailed reporting scale will be provided next year, in Spring 2022. To learn more about state assessments, please visit our assessment literacy resources page at <https://webnew.ped.state.nm.us/bureaus/assessment-3/task-force/>.

Should you have any questions about your student's score report, please follow up with your local school district. We wish you, your family, and your student the very best, and we look forward to returning to a more typical school year beginning in Fall 2021.

Ryan Stewart, EdLD
Secretary of Education



C

Firstname's Scale Score: **860**

ON TARGET

*Your student's scale score on any one test provides an estimate of what he/she knows and is able to do. If tested again, your student would likely score in this range: **850-870**.*

How did Firstname perform overall?

Your student scored **860** on a scale of **760-940**, and performed at **ON TARGET**. Students performing at this level **are on track for the next grade level** 1t.

What is a scale score?

A scale score is a numerical representation of the student's overall performance and allows for comparison of performance level within a grade across schools and districts in the state.



How Did Your Student Perform in Areas of Reading?



Text Type - Literary Text

Your student performed about the same as students who performed **Above Standard**. Students perform at standard by understanding key ideas and details, analyzing elements of craft and structure, and integrating knowledge and ideas in literary texts, such as fiction, drama, and poetry.



Reading Strategy - Comprehension

Your student performed about the same as students who performed **Above Standard**. Students perform at standard by demonstrating they can read and comprehend grade-level appropriate literary and informational texts.



Text Type - Informational Text

Your student performed about the same as students who performed **Above Standard**. Students perform at standard by understanding key ideas and details, analyzing elements of craft and structure, and integrating knowledge and ideas in informational texts, such as articles related to history and science topics.



Reading Strategy - Analysis & Interpretation

Your student performed about the same as students who performed **At or Near Standard**. Students perform at standard by demonstrating they can analyze, evaluate, and compare grade-level appropriate literary and informational texts.

E

LEGEND

Your student performed about the same as students who performed:



Above Standard



At or Near Standard



Below Standard

F

Parent Resources for Developing Language Arts Skills

A number of online resources are available for parents to help students improve their reading and writing skills at home:

- The New Mexico Family Distance Learning Toolkit: https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Families-Distance-Learning-Toolkit_Final.pdf
- The New Mexico Parent and Family Portal: <https://webnew.ped.state.nm.us/parent-portal/>
- The New Mexico Special Education Parent Portal: <https://webnew.ped.state.nm.us/bureaus/special-education/parent-portal/>
- PTA Parents' overview of what students are expected to know in each grade from K-12: <https://www.pta.org/home/family-resources/Parents-Guides-to-Student-Success>
- PTA Parent guides (English and Spanish) for each grade K-8 and high school: <https://www.pta.org/home/family-resources/>
- WIDA ELD Standards Framework website: WIDA ELD Standards Framework Components: <https://wida.wisc.edu/teach/standards/eld>
- WIDA ELD Standards Framework 2020 Edition as a PDF: WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12 (wisc.edu) <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>
- Pre-K to early primary grades: <http://families.naeyc.org/learning-and-development/reading-writing-view/>
- Books by reading level and resources for struggling readers pre-K to grade 3: <https://www.readingrockets.org/>
- Bilingual reading resources for English learners pre-K through high school: <https://www.colorincolorado.org/>
- Parent roadmaps (English and Spanish) to the standards: <https://www.cgcs.org/Page/244>

Families/Guardians without internet access are encouraged to reach out to their student's school regarding access to these resources and more.



New Mexico Measures of Student Success and Achievement

Spring 2021 Student Report Writing and Language

Student Name: LASTNAME, FIRSTNAME
SSID: 123456789
Date of Birth: 40646
Test Language: English
Tested Grade: 8
Student Grade: 8
District: Demonstration District A
School: Demonstration School 1

Firstname's Scale Score: **840**

ON TARGET

*Your student's scale score on any one test provides an estimate of what he/she knows and is able to do. If tested again, your student would likely score in this range: **830-850**.*

How did Firstname perform overall?

Your student scored **840** on a scale of **760-940**, and performed at **ON TARGET**. Students performing at this level **are on track for the next grade level** 1t.

What is a scale score?

A scale score is a numerical representation of the student's overall performance and allows for comparison of performance level within a grade across schools and districts in the state.

Dear Parent/Guardian:

This Individual Score Report (ISR) is intended to provide you with information on how your student performed on New Mexico's new assessment program—the New Mexico Measures of Student Success and Achievement (MSSA). The MSSA is the annual state summative test and is designed to help school leaders and state officials make year-to-year comparisons on state-adopted standards in reading and mathematics. While it is not designed to inform short-term classroom instruction or intervention, it does provide valuable information on your student's progress for the 2020-21 academic year.

Due to low student test participation this past school year because of the COVID-19 pandemic, the development of the reporting scale has been delayed until next year. In order to help you understand how your students performed this year, we will be reporting scores differently and providing ranges of performance, which include "On Target," "Near Target," and "Needs Support." A more detailed reporting scale will be provided next year, in Spring 2022. To learn more about state assessments, please visit our assessment literacy resources page at <https://webnew.ped.state.nm.us/bureaus/assessment-3/task-force/>.

Should you have any questions about your student's score report, please follow up with your local school district. We wish you, your family, and your student the very best, and we look forward to returning to a more typical school year beginning in Fall 2021.

Ryan Stewart, EdLD
Secretary of Education



How Did Your Student Perform in Areas of Writing and Language?

The Writing & Language scale score is based on student responses to the Writing & Language items. These items assess mastery of skills that require students to:

- analyze the use of introductions and conclusions,
- develop writing topics,
- use precise and effective language (grades 4-8),
- use transition words within pieces of writing,
- use correct conventions of standard English,
- use knowledge of language, and
- acquire and use vocabulary.

Parent Resources for Developing Language Arts Skills

A number of online resources are available for parents to help students improve their reading and writing skills at home:

- The New Mexico Family Distance Learning Toolkit:
https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Families-Distance-Learning-Toolkit_Final.pdf
- The New Mexico Parent and Family Portal: <https://webnew.ped.state.nm.us/parent-portal/>
- The New Mexico Special Education Parent Portal: <https://webnew.ped.state.nm.us/bureaus/special-education/parent-portal/>
- PTA Parents' overview of what students are expected to know in each grade from K-12:
<https://www.pta.org/home/family-resources/Parents-Guides-to-Student-Success>
- PTA Parent guides (English and Spanish) for each grade K-8 and high school: <https://www.pta.org/home/family-resources/>
- WIDA ELD Standards Framework website: WIDA ELD Standards Framework Components:
<https://wida.wisc.edu/teach/standards/eld>
- WIDA ELD Standards Framework 2020 Edition as a PDF: WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12 (wisc.edu)
<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>
- Pre-K to early primary grades: <http://families.naeyc.org/learning-and-development/reading-writing-view/>
- Books by reading level and resources for struggling readers pre-K to grade 3: <https://www.readingrockets.org/>
- Bilingual reading resources for English learners pre-K through high school: <https://www.colorincolorado.org/>
- Parent roadmaps (English and Spanish) to the standards: <https://www.cgcs.org/Page/244>

Families/Guardians without internet access are encouraged to reach out to their student's school regarding access to these resources and more.



New Mexico Measures of Student Success and Achievement

Spring 2021 Student Report Mathematics

Student Name: LASTNAME, FIRSTNAME
SSID: 123456789
Date of Birth: 40646
Test Language: English
Tested Grade: 8
Student Grade: 8
District: Demonstration District A
School: Demonstration School 1

Firstname's Scale Score: **838**

NEEDS SUPPORT

*Your student's scale score on any one test provides an estimate of what he/she knows and is able to do. If tested again, your student would likely score in this range: **828-848**.*

How did Firstname perform overall?

Your student scored **838** on a scale of **760-940**, and performed at **NEEDS SUPPORT**. Students performing at this level **may need additional support to meet expectations at the next grade level 1t.**

What is a scale score?

A scale score is a numerical representation of the student's overall performance and allows for comparison of performance level within a grade across schools and districts in the state.

Dear Parent/Guardian:

This Individual Score Report (ISR) is intended to provide you with information on how your student performed on New Mexico's new assessment program-the New Mexico Measures of Student Success and Achievement (MSSA). The MSSA is the annual state summative test and is designed to help school leaders and state officials make year-to-year comparisons on state-adopted standards in reading and mathematics. While it is not designed to inform short-term classroom instruction or intervention, it does provide valuable information on your student's progress for the 2020-21 academic year.

Due to low student test participation this past school year because of the COVID-19 pandemic, the development of the reporting scale has been delayed until next year. In order to help you understand how your students performed this year, we will be reporting scores differently and providing ranges of performance, which include "On Target," "Near Target," and "Needs Support." A more detailed reporting scale will be provided next year, in Spring 2022. To learn more about state assessments, please visit our assessment literacy resources page at <https://webnew.ped.state.nm.us/bureaus/assessment-3/task-force/>.

Should you have any questions about your student's score report, please follow up with your local school district. We wish you, your family, and your student the very best, and we look forward to returning to a more typical school year beginning in Fall 2021.

Ryan Stewart, EdLD
Secretary of Education



How Did Your Student Perform in Areas of Mathematics?



Operations & Algebraic Thinking

Your student performed about the same as students who performed **Below Standard**. Students perform at standard by demonstrating appropriate application of mathematical operations; using algebraic representations to solve problems involving whole numbers; and identifying, explaining, and extending arithmetic patterns.



Problem Solving/Reasoning & Argument

Your student performed about the same as students who performed **At or Near Standard**. Students perform at standard by applying grade-level appropriate mathematical concepts and procedures to solve standard and nonstandard real-world and mathematical problems. Students also perform at standard by applying quantitative and logical reasoning, constructing viable arguments, and critiquing the reasoning of others.



Number & Operations in Base Ten/Number & Operations - Fractions

Your student performed about the same as students who performed **At or Near Standard**. Students perform at standard by understanding and using place values to represent and interpret numbers and comparing the sizes of numbers. Students also perform at standard by understanding the concept of fractions, representing fractions, and comparing the sizes of fractions.



Modeling/Structure & Repeated Reasoning

Your student performed about the same as students who performed **Below Standard**. Students perform at standard by interpreting mathematical representations, representing real-world mathematical situations using mathematical models, and using mathematical models to solve real-world and mathematical problems. Students also perform at standard by looking for and making use of structure and repeated reasoning.



Measurement & Data/Geometry

Your student performed about the same as students who performed **Above Standard**. Students perform at standard by understanding measurement principles and applying them to solve problems and representing and analyzing data in simple graphs. Students also perform at standard by understanding geometric principles and using them to describe objects and solve problems.

LEGEND

Your student performed about the same as students who performed:



Above Standard



At or Near Standard



Below Standard

Parent Resources for Developing Mathematics Skills

A number of printable and online resources are available for parents to help students improve their math skills at home:

- The New Mexico Family Distance Learning Toolkit:
https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Families-Distance-Learning-Toolkit_Final.pdf
- The New Mexico Parent and Family Portal: <https://webnew.ped.state.nm.us/parent-portal/>
- The New Mexico Special Education Parent Portal: <https://webnew.ped.state.nm.us/bureaus/special-education/parent-portal/>
- WIDA ELD Standards Framework website: WIDA ELD Standards Framework Components:
<https://wida.wisc.edu/teach/standards/eld>
- WIDA ELD Standards Framework 2020 Edition as a PDF: WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12 (wisc.edu)
<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>
- PTA Parents' overview of what students are expected to know in each grade from K-12:
<https://www.pta.org/home/family-resources/Parents-Guides-to-Student-Success>
- PTA Parent guides (English and Spanish) for each grade K-8 and high school: <https://www.pta.org/home/family-resources/>
- State adopted mathematics standards used in classroom instruction:
 - Self-paced mathematics practice for students at all grade levels: <https://www.khanacademy.org/>
 - Mathematics resources for students in grades 6 through college: <https://www.hippocampus.org/>
- Parent roadmaps (English and Spanish) to the standards: <https://www.cgcs.org/Page/244>

Families/Guardians without internet access are encouraged to reach out to their student's school regarding access to these resources and more.

3.0 Understanding the NM-MSSA School and District Reports

3.1 Purpose and Use of NM-MSSA Results

The NM-MSSA is New Mexico's statewide summative assessment for Reading, Writing and Language, and Mathematics, administered at the end of grades 3–8. As the NM-MSSA is a single measure at the end of a grade band, interpretations and uses of NM-MSSA scores should be supplemented with additional measures, including information from classroom summative and formative assessments in English Language Arts and Mathematics as well as interim assessments.

3.2 NM-MSSA School and District Reports

Districts and schools will have access to digital ISRs and a dynamic, customizable grade-level Student List in the Data Interaction reporting platform. The Student List can be customized by adding or removing data fields and by sorting and filtering selected data fields.

Data tools can be used to summarize scores and review score distributions for the whole group or disaggregate scores by subgroups. Bivariate analyses, both cross-tab and scatterplot, can be used to explore the relationship between scores.

ISRs and the Student List can be downloaded in a variety of formats for printing, presentations, or uploading into other analysis tools. Performance on NM-MSSA assessments is described on the school and district reports using scale scores, performance levels, and subclaim performance levels.

3.3 Types of Scores on the NM-MSSA School and District Reports

Performance on NM-MSSA assessments is described on the school and district reports using scale scores, performance levels, and subclaim performance indicators. Information about cross-state, state, district, and school average results is included in relevant sections of the report to help schools and districts understand how student and school performance compares to other students and schools. In some instances, a dash (–) will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and, therefore, results are not reported.

3.3.1 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's scale score takes into account the slight differences in difficulty among the various forms of the test. The scale score allows for an appropriate comparison across test forms and administration years within a grade or course and content area. This year, NM-MSSA reports provide overall scale scores for Reading, Writing and Language, and Mathematics, each of which determine a student's performance level in the respective content area. You can reference the NM-MSSA scale score ranges in a table that appears on [page 15](#).

For example, a student who earns an overall scale score of 800 on one form of the grade 8 Mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 Mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

3.3.2 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course in the given content area. Each performance level is defined by a range of overall scale scores for the assessment. This year, there are three performance levels for NM-MSSA assessments:

- Level 3: On Target
- Level 2: Near Target
- Level 1: Needs Support

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (Reading, Writing and Language, and Mathematics), and at each grade level/course.

Web links to the PLDs are listed in ["Appendix B: Performance Level Descriptors" on page 15.](#)

3.3.3 Subclaim Performance Indicators

Subclaim performance for NM-MSSA assessments is reported using the following indicators:

- Above Standard
- At/Near Standard
- Needs Support

3.4 Description of The Student List and Summary Statistics

The following pages show examples of student reports. The text below describes what the information represents.

General Information

A **Assessment Information**

The Student List displays the assessment, state, year, and the grade level.

B **Identification Information**

The first column of the Student List displays the students in the school by last name. The students' first names and State Student IDs are shown in the next two columns.

Overall Assessment Scores

C **Scale Score**

This column provides the student's overall scale score. Students receive a numerical score and, based on that score, are placed in one of three performance levels.

D **Performance Levels**

This column provides the student's performance levels, with Level 3 indicating the student is on target, Level 2 indicating the student is near target, and Level 1 indicating the student needs support.

Report Functionality

E **Options**

The options menu provides the capability to customize the Student List report. Student demographic fields and score data can be added or removed from the report. Additional scores can also be added or removed. This includes subject level scale scores and subclaim performance levels.

F **Save**

Each report and the current selections can be saved in Data Interaction, allowing the user to conveniently retrieve the report at a later date. Saved reports can be retrieved by clicking on the Save icon.

G **Download**

Tabular reports can be downloaded as an excel, CSV or PDF file by clicking on the Download icon. Charts can be downloaded as PDFs.

H **Print**

Each report can be printed.

I **Help**

A detailed user guide is available by selecting the Help icon.

J **Recent Reports**

Recently generated reports can be viewed, within the session.

K **Student ISR**

The ISR for each student in the Student List Report can be viewed by clicking on the Student icon.

Performance by Subclaim

L **Subclaim**

Within Reading and Mathematics, there are specific skill sets (subclaims) students demonstrate on the NM-MSSA assessments. Each subclaim category includes the header identifying the subclaim; cross-state, state, district, and school averages; and an explanatory icon representing the student's performance.

Summary Statistics

Click on Scale Score > Summarize on the Student List page to view summary statistics for the selected organization.

M **Population**

This count includes both valid and invalid students.

N **Valid N**

This count includes only valid student records.

O **Summary Statistics**

These statistics include mean, standard deviation and the minimum and maximum of the selected score.

Sample Student List (Reading and Mathematics and Summary Statistics (Reading))

NEW MEXICO Online Reporting by Data Interaction™

Back to New Mexico Portal

Student List: MSSA, Albuquerque Public Schools-001, 2020-2021, Grade 08

Help Recent eMetric

Options Save Download Print Roster Student

Last Name	First Name	State Student ID	Reading		Writing and Language		Mathematics	
			Scale Score	Achievement Level	Scale Score	Achievement Level	Scale Score	Achievement Level
Last1	First1	576324309	871	Near Target	898	Near Target	885	Near Target
Last2	First2	368070223	920	On Target	803	Near Target	839	Near Target
Last3	First3	585672355	767	Need Support	900	On Target	872	Near Target

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Student List: MSSA, Albuquerque Public Schools-001, 2020-2021, Grade 08

Help eMetric

Options Save Download Print Roster Student

Last Name	First Name	State Student ID	Reading					
			Scale Score	Achievement Level	Text type - Literary Text	Text type - Informational Text	Reading Strategy - Comprehension	Reading Strategy - Analysis and Interpretation
Last1	First1	576324309	871	Near Target	Above	At/Near	At/Near	Below
Last2	First2	368070223	920	On Target	Below	Above	Above	Above
Last3	First3	585672355	767	Need Support	Above	Above	Below	Below

Select *Options*-> Additional Scores can be added or removed. This includes subject level scale scores and reporting category achievement levels.

Sample Student List (Reading and Mathematics and Summary Statistics (Reading)) continued

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Student List: MSSA, Albuquerque Public Schools-001, 2020-2021, Grade 08

Options Save Download Print Roster Student

Last Name	First Name	State Student ID	Reading		Writing and Language		Mathematics	
			Scale Score	Achievement Level	Scale Score	Achievement Level	Scale Score	Achievement Level
Last1	First1	576324309	871	Near Target	898	Near Target	885	Near Target
Last2	First2	368070223	920	On Target	803	Near Target	839	Near Target
Last3	First3	585672355	767	Need Support	900	On Target	872	Near Target

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Summary Statistics: MSSA, New Mexico State, 2020-2021, Grade 06

Options Save Download Print Summarize Distribute Cross-Tab Plot

Reading

Population	Valid N	Mean	S.D.	Minimum	Maximum
4	3	292.7	14.4	276	301

Click on *Scale Score*->*Summarize* on the Student List page to view summary statistics such as mean, standard deviation, and the minimum and maximum score, for the selected organization.

Appendix A: Scale Score Ranges

Subject	Grade	Scale Score Range		
		Needs Support	Near Target	On Target
Reading	3	260–351	352–359	360–440
	4	360–445	446–459	460–540
	5	460–539	540–559	560–640
	6	560–642	643–659	660–740
	7	660–741	742–759	760–840
	8	760–839	840–859	860–940
Language Usage	3	260–354	355–359	360–440
	4	360–446	447–459	460–540
	5	460–542	543–559	560–640
	6	560–634	635–659	660–740
	7	660–740	741–759	760–840
	8	760–844	845–859	860–940
Mathematics	3	260–337	338–359	360–440
	4	360–439	440–459	460–540
	5	460–540	541–559	560–640
	6	560–640	641–659	660–740
	7	660–739	740–759	760–840
	8	760–839	840–859	860–940

Appendix B: Performance Level Descriptors

Grades 3–8 Reading

PLDs for high school Reading courses are available at newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/10/NM_ALD_Reading_ADA.pdf.

Grades 3–8 Language Usage

PLDs for grades 3–8 Language Usage are available at newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/10/NM_ALD_Language_ADA.pdf.

Grades 3–8 Mathematics

PLDs for grades 3–8 Mathematics are available at newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/10/NM_ALD_Math_ADA.pdf.